Social Studies
Curriculum

Lesson Plans
Class-II

For
Agahi Schools

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Course Description.

Student will identify characteristics of school & neighbourhood communities. They will become aware of their own physical and cultural environments as they make connections between their neighbourhood and communities and other neighbourhood & communities. They analyze effects of change and become aware of their diversity of living and other cultural traditions in neighborhoods.
In second grade, children continue to use and reinforce generalizations, and skills introduced in class one. Students in second grade will focus on the study of communities and how they change over time. Social Studies, character, and citizenship skills will help students begin to appreciate cultural diversity. Geography and map skills will be enhanced and use of map and globe skills will be emphasized.

Competency goals:

The learner will:

- Exhibit attributes of good citizenship in the classroom, school, neighbourhood and community.
- Infer that individuals, families, and institutions in neighborhoods and communities are alike and different.
- Analyze multiple roles in workplaces, neighborhoods and communities.
- Apply the concepts of authority, responsibility and justice to a democratic society.
- Identify change neighborhoods and communities
- Analyze religious and other cultural traditions.
- Apply basic geographics and terminologies.
- Apply geographic themes to neighbourhood.
- Apply basic economic concepts to neighborhoods.

Skill Application:

The learner will:

- Acquire information from a variety of sources.
- Construct geographic organizer or conduct a role play comparing the economic, political, and social roles of children and adults in the neighborhood.
- View documentaries, read books, listen to music and interview people of different cultures.
- Use information for problem solving, decision making and planning.
- Identify limited resources in the neighbourhood and propose alternatives or substitute items to replace these resources.
- Analyze human environment interaction and potential problems in the local neighbourhood.
- Will develop skills in constructive interpersonal relationships and social participation.
- Will participate effectively in civic affairs.

Social Studies Class-II

Concept	Content	Activity
1. The learner will infer that individuals, Families, and institutions in neighbourhoods & communities are alike and different. 2. Distinguish similarities and differences between family members.	➢ About Myself. ➢ Families ➢ My Day	• The students will describe similarities and differences amongst their families in the class.. • The learner will analyze multiple roles in a family, workplace, neighbourhood • Whose job is it? • The students will describe their daily routines & compare with each other in the family.
3. Identification of the features of a neighbourhood, map reading and composition of neighbourhoods. a. People b. Places c. How people and places are connected	➢ Living together ➢ Your school ➢ Directions ➢ Important Places ➢ Plants around us ➢ Animals around us ➢ Keeping healthy ➢ Safety ➢ Food ➢ Water	• What is a neighbourhood; identify the physical features of their neighbourhood • Things we need in our neighbourhood • Mapping of the neighbourhood. • Street places • Public places • Green space • Market place • Animals in our neighbourhood • Changes in our neighbourhood • Safety in neighbourhood • My neighbourhood, your neighbourhood

Concept	Content	Activities
d. Movement from home to public place e. Importance of the market place in the neighbourhood f. How green place effects the neighbourhood g. Elements of a healthy neighbourhood		
4. Changes in weather	1. Weather	• Changes in weather
5.Work & Community	2. Building houses 3. Builders 4. Tools 5. Time	• Where do people live • Other kinds of Dwellings • Animal shelters • Building homes and maintaining homes.
6.The learner will participate effectively in civic affairs.	Our Country.	• Demonstrate good citizenship in classroom and school actions • Compare good citizenship in the classroom and school to neighbourhood & community • Suggest and justify rules and laws for neighbour hood and communities

Concept	Content	Activities
		• Suggest the consequences of not obeying rules and laws
7. The learner will analyze religious and other cultural traditions.	Celebrations Eid –ul –Fitr Eid-ul- Azha Pakistan Day Independence Day etc	• Identify religious and National days • Elaborate our patriotic symbols-Flags, maps etc • Identify famous people in history & local personalities of Mansehra.
8. Project on Neighbourhood	Collect data on surroundings and Immediate neighbourhood. Pictures of houses, playground, market place, postoffice etc.	The students will be divided into groups; they will go to different neighbourhoods and work on them for the data. Each group will make a presentation about their own neighbourhood.

Class 11

Contents

1. Family
    - Similarities and differences in Families
    - Roles Of Families
    - Needs and Wants Of the Family
    - Clothes, Food Etc.
    - Keeping Healthy
    - Safety.

2. Neighbourhood
    - Our Neighbourhood
    - Directions
    - Time--- My day
    - Public Places
    - Schools and Learning.
    - Green Places
    - Market places
    - People in the neighbourhood
    - Jobs in the neighbourhood
    - Changes in our neighbourhood
    - Future neighbourhood
3. Where do people live.
4. Builders
5. Tools around the house
6. Our Country
7. Weather
8. Water
9. Animals around us
10. National Days

Resource Books

Text For teaching of Class 11 Social Studies the lesson plans have been made keeping the following textbook as the main reference.

Oxford
Social Studies
For
Pakistan -------- Book 11

Reference Books For Text

1. Social Studies For Pakistan --------------------FEP International Private Limited Pakistan
   Book 11
   By Farida Syed

2. Star Social Studies ---------------------------- Star book Depot, Urdu Bazaar, Lahore, Pakistan
   Book 11
   By Raza-ul- Haq

3. Gaba Social Studies ---------------------------- Gaba Educational Books
   For
   Pakistan
   Book 11
   Talat Khurshid

Similarities and differences in families

Purpose of lesson: Develops student's awareness that families include immediate and extended members. It helps them to recognize similarities and differences in families.

Objective: The learner will observe and identify

- His immediate family
- His extended family
- Compare each others family

Words to know: Father, Mother, Uncle, Aunt, Sisters, Brothers, Grand ma and Grand pa.

Background: The teacher builds an environment in the class by asking students to bring pictures of their families and asks each child to talk about the number of members in the family and their relation ship. And the teacher encourages the students to describe what all they do together.

Activity-1: one large circle of chart paper and several smaller circles of chart paper are brought to the class. Each child has one large circle and a few small circle (the students maybe asked to draw this organizer on the copy)
Each child is asked to fill the large circle in the center with his/ her own family. The smaller circles show other 3 relations and the lines show the connections with the family. Display the webs on the board and have the students discuss how families are same and different

Evaluation: the teacher will ask the students to count the number of adults and children in each family and extended family. The teacher will also ask the students to name the relationships of immediate family and extended family.

<u>**My Family Lives in**</u>

My Grandpa Lives in

My Uncle Lives in

My family Lives In

____

My Aunt Lives In

____

My Sister or Brother Lives in

My family members

At my home	other places

Roles of the family

Purpose of the lesson: the lesson will raise students' awareness that the same family ›lays a different role in different relationships like within the family, with the neighbours and at vork places

Ͻbjectives: the learner will identify the multiplicity of roles of the family.

Words to know: neighbours, office, shop, market farmer, etc.

ʾack ground: The teacher talks about the family and its relationship with neighbours, how :y meet and what they share, on what occasions do they care for each other and what all do v do for each other. The teacher also asks the students to describe what job each member of amily does. If the parents are working what professions are they involved in and how does is t the family.

ity-1: The teacher will ask the students' to name the neighbours and make a list of what share with each other. On what occasions do the neighbours get together? The students fy and list down such functions and days.

vity-2: The teacher asks the students what they do for the family? And also who does what .ne family. The teacher gives out the worksheet " **Families working together**". The students d to the work list and identify who is responsible for the job.

Activity –3: The students talk about their parent's professions and how the profession affects the family. This will include the nature of work, if it involves traveling, the timings of the workplace etc. The teacher asks the students if they would like a change in these routines if so why?

Evaluation: the students are asked to talk about and record family leisure activities. She gives out a worksheet with the title " **who, where what, why, when, chart**". The students record the leisure activities of the family.

All of Me

Social Studies/Art Activity

In this activity, children will draw pictures showing some of the different aspects of their lives and share the pictures with classmates. In doing so, they will develop a better appreciation of the roles they fill in their families and in their community.

WHAT YOU NEED

- Crayons and/or colored pencils
- All of Me sheet (print and copy)

WHAT TO DO

1. Discuss with children the fact that they fill many different roles in their families. Point out that a girl may be a daughter, a sister, a niece, and a granddaughter, while a boy may be a son, a brother, a nephew, and a grandson. Ask children to tell about the different roles they fill in their families. Record their answers on the board or on chart paper. Then ask children to think about what roles they fill in the community. Point out that they are students and ask them what else they do. For example, are they on a soccer or T-ball team? Add their responses to the list.

2. Distribute copies of the All of Me sheet and have children draw pictures to show some of the different roles they fill in their lives (some children may need more than one sheet). Children can refer to the list created earlier for help in labeling their pictures.

3. When children are finished, have them share their pictures with the class. You may want to mount the diagrams on an All About Me bulletin board.

TEACHING OPTIONS

- You may want to extend this activity by graphing the number of children in your class who fill different roles, such as big sister, little brother, soccer player, pet owner, etc.
- You may want to have children role-play some of the aspects of their lives depicted in their pictures.

ALL OF ME

Families Working Together

Job	Who is responsible
Look after the Children	Father and Mother
Shop for food	
Do the washing	
Make the bed	
Cook the food	
Take the children to school	
Look after the baby	
Look after the pets	
Drives the car	

Family Leisure Activities

When	Who	Where	What	Why

Needs And Wants Of The Family

Purpose Of the Lesson: The Students become aware that most families work in order to Provide for essential needs an that it is important to recognize that there are times when people cannot work or there are not enough jobs. The children learn to appreciate the efforts of the parents in meeting the needs of the family.

Objective: The Children will be able to

- Identify their needs and wants
- Differentiate between needs and wants
- Appreciate the *responsible role of the parents*

Words To Know: Wants and Needs

Background: Have students talk about what are their basic needs and what are the things they need to survive, like food, shelter, clothing, the teacher talks about the other needs like love and care the family needs the discussion leads to the wants of the child what he wants for himself and for the family this may include better facilities at home, at school or recreation facilities etc.the students identify who pays for all these needs.

Activity1: Have the students work in pairs and give them each a sheet to list down their needs and wants, all the students then separate them in to wants and needs .The teacher may give pictures of certain items like Shoes, bed, fire, clothes, Television, telephone, bread, cold drinks, Chocolates, dog, elephant, car, toys etc.

Activity2: The teacher talks to the children about the absence of these items in life, she asks questions like What if there is not enough money to buy these things what would happen? When possible invite the parents to talk about what kinds of work they do.

Evaluation: The teacher observes the students for the care they show in economizing their day-to-day life like sharing transport; willing to reuse their School Bags, keep their pens and pencils intact etc.

Name________________________ Date: __________

Essay Writing #2 - My Family

Please write about a member of your family. Describe how you picture him or her and how you feel about him or her. Here are some questions you might ask yourself:

- What does this person look like?
- What work does he or she do?
- What are his or her interests?
- What do you admire about this person?
- What have you learned from him or her?
- What is your favorite activity with this family member?

Clothes and Cloth

Purpose of the Lesson: This activity brings awareness about the clothing of different areas of Pakistan and change of clothing dye to weather & seasons.
Why different people wear different kinds of clothes when they are doing their jobs.

Objectives: The students will be able to: -

- Identify the need for different kind of clothing according to seasons.
- Differentiate dresses of different areas of Pakistan
- Recognize people wearing different dresses while doing different jobs.
- Identify different types of cloth

Words to Know. Doctor, soldier, engineer, jacket, pants or trouser, shirt, shalwar, dupatta etc.

Activity-1: Students are asked to name the parts of their dresses the girls give the names of their dresses and the boys talk about their dresses. Children learn the names of the dresses. They draw pictures and label the dresses.

Activity-2: The teacher introduces dresses of different provinces of Pakistan and asks the students where each one belongs to. She discusses the differences in the dresses and why. The students identify the similarities and differences in the dresses. They appreciate the richness in variety and culture.

Activity3: The teacher shows pictures of winter and summer clothing to the students. To identify the difference.

Activity4: The students are shown the pictures of people doing different jobs and the kind of clothes each one is wearing. The students identify their professions by their clothing.

Activity-5: The teacher brings to the class pieces of cloth, of different textures so that they feel the difference in silk, cotton, wool, and nylon. Each child touches and describes how they feel about it, is it soft smooth or rough.
The teacher describes where the cloth comes from.

Evaluation: The students will talk about how people dress up in different countries and how they have their own identity because of their dresses.

Keeping Healthy

Purpose of the Lesson: The students need to develop a conscious attitude towards good health; they need to have knowledge of healthy habits in their day-to-day life, which would include cleaning Habits and eating habits. And knowledge of germs and pollution.

Objective: The learner will be able to

- Discover ways to keep himself clean
- Take care of his teeth
- Keep his surrounding clean.

Words To Know: Dandruff, itching, lice, stomachache, decay, Rubbish, Smoke and fumes, Mosquitoes, germs.

Background: the Students need to learn ways to keep themselves clean, they need develop habits which will build an attitude towards cleanliness in their day to day life .the teacher will conduct the class in such a way that she demonstrate the procedure of keeping their teeth clean, their nails clean, and the rest of the body clean. She also builds an awareness of keeping their environment clean. The knowledge of eating clean food is incorporated in the class work.

Activity –1: The teacher will check the class for cleanliness of their clothes and make them aware of coming to school clean. She will ask the students how they wash their hands and feet. The students can be taken to the compound outside the class and the teacher can pair up the children, one child can pour water and the other can wash the hands with the soap, the teacher can show them how to clean the nails with a brush

Activity-2: Since the religion of Islam emphasizes a lot on cleanliness the teacher will relate to the class Hadith on cleanliness and also the concept of Ablution (wozoo) how it helps us to stay clean. The teacher also demonstrates the correct way of brushing the teeth.
The students form rules of cleanliness in the class, never to spread litter and clean their shoes before entering the class, and similar rules applicable at home.

Activity–3: The students go around the School Compound to see that it is kept clean and no litter is spread. The students paint garbage tins and put them in the school to be used as Dustbins.

Evaluation: The teacher will observe the class for cleanliness and also check the children for personal cleanliness.

Food Pyramid Puzzle

sweets

milk

meat

vegetables

fruits

breads and grains

Safety

Purpose Of The Lesson: This topic gives an opportunity to the students to talk about safe living, this develops in them a conscious effort-to avoid accidents, they learn to form rules and also obey laws and rules.

Objectives: The students will be able to

- Follow directions
- Read the rules shown at public places.
- Cross roads correctly
- Identify the hazards of fire.
- Use the Scissors and sharp items with care

Words To Know: Electrical Shock, Knife Scissors, matches, accidents

Background: the students will identify the steps of precautions they must take to avoid accidents in different situations in their home and school life. They will discuss where things can go wrong, for example while crossing roads, using scissors in the, while presenting knives to each other, whole eating form outside etc.

Activity-1: The students learn to read directions in the school they are taken to the forbidden places and made to identify how they can be harmed if they disobey the rules.

Activity-2: The teacher brings certain road signs to the class and makes the students identifies what they stand for, they are asked to look for such signs while coming to school or telling to any other place. The zebra crossing is shown to the children if present close to the school. The students are taken outside the school and made to cross the road. The students learn how to safely climb a school van and get off from it.

Activity-3: The students make safety rules for the class and monitor them for implementation.

Activity-4: The teacher demonstrates and makes the children practice how to present sharp items to each other.

Evaluation: The teacher observes and monitors the students for the implementation of safety rules.

Classroom Rules

In this learning event children develop rules for the classroom

Art Center

1. Put the lid on the glue. Clean the paintbrush. Etc.
2.
3.
4.
5.

Book center/Library

1. Put The Books on the shelf, Take out one book at a time.
2.
3.
4.
5.

Rules in our class

1. Listen
2. Share with each other
3. Wait for your turn
4.
5.
6.
7.

Rules for Cleanliness , Punctuality, etc.

1.
2.
3.
4.
5.
6.
7.
8.

Safety Rules

In this learning event children categories different kinds of rules.

Rules At Home

1 Brush your teeth
2. ______
3 ______
4 ______
5 ______
6 ______

Rules at School

1. Walk In The Hall
2. ______
3. ______
4. ______
5. ______
6. ______
7 ______

Rules From Home To School

1 ______
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______

Our neighbourhoods

Purpose of the lesson: Identification of the features of a neighbour hood, map reading and map making, orientation, similarities and differences in neghbour hood. Different places in the neighbour hood like school, market place, green place etc.

Objectives: The learner will be able to

- Identify basic geographic concepts
- Describe uses of maps and globes
- Use geographic terms to describe landforms, water bodies, weather and climate.
- Identify indigenous vegetation and animal life in neighbourhoods.

Words to know: Directions, north, south, east, west.

Background: Students continue to expand their social skills by learning to organize and plan with others. Co-operation is encouraged in smaller group activities these activities introduce the students to mapping, and they are encouraged to observe their neighbourhood.

Avtivity-1: Make a drawing of the streets where students live.

Activity-2: the students identify the directions by standing in the sun and pointing towards north, south, east and west.
The students observe that sun rises in the east. The teacher confirms the observations with the use of a compass. This activity is conducted in the open space out side the classroom.

Activity-3: the teacher introduces the concept of a map by encouraging the students to build a map of the class on the black board. She then builds a model of the school with the help of small 3D models made out of empty boxes of all areas of the school and the class is encouraged to participate in this activity. The students label the areas of the school.

Activity-4: The students are divided in groups according to the areas they come from, to create a map of the neighbour hood on the table with the landmarks shown with models prepared by the students. The students identify what they see in the neighbour hood. They label the streets and posts.

Activity-5: the students compare each other's neighbourhood and observe the following

- Number of houses and stores in their own neighbour hood
- Constructed parts and natural parts (rivers, mountains, lakes, etc.)
- Note any wild life in the neighborhood
- Describe the kind of vegetation or agriculture if any in the neighbour hood.
- Each student writes five sentences about his / her neighbour hood.

Evaluation: the students' skills of observation are evaluated and they are guided accordingly. The students are asked to make presentations on their neighbourhood, and describe what they are proud of in their area.

The students can invite each other to observe their neighborhoods.

If the students have any famous monument in their neighbourhood, or any famous building they can take the class to show it.

Date____________ Name______________________

Things We Do In Our Community

Things We Do	**Places We Go**

Our Community Book Cover

Our Community

by ________________________________

Time –My Day

Purpose Of The Lesson: The students will observe the changes during the day and night they will associate the time of the day with the kind of activities they perform.

Objectives: The learner will be able to

- Identify the difference in Day and Night
- Observe how day change to night and vice versa
- Name the different times of the day and night.
- Name the months of the year.

Words to Know: Morning, Afternoon, Evening, Night, Dawn, and midday

Background: The teacher talks to the students about their daily routines and finds out what they do during different parts of the day. She names the different times of the day like morning, afternoon etc.she shows a watch to the students to make them familiar about the breakdown of the timings into hours, minutes, and seconds. The concept of a day is built up on one night and one day. They are identified that 30 days make a month and also some months are different, with 31 days. Year is also a concept to be given separately.
This one area which should be taught over the year and not just in one or two classes it needs to be practiced in the class on daily basis.

Activitiy-1: The teacher begins with a broad breakdown of just day and night; she can make the children identify the activities they do during these timings.

Activity-2 The second activity will be about time of the day the children eat their meals, this will make them learn about;

Time of the day	Meals
• Morning	Breakfast
• Afternoon	Lunch
• Evening	Tea
• Night	Dinner

Activity –3: The teacher introduces the terms of Dawn and midday with what happens at this time, often the parents get up to prepare the activities for the day and at midday the children come home from schools.

Activity-4: Another important way to remember the time of the day is through the timings of NAMAZ. Through this activity the students can learn the names of the 5 prayers also.

Activity –5: The time concept has to be given gradually and through a wall clock in the class. The teacher first tells about the hours and then minutes and finally seconds.

Activity -6: The teacher displays the names of the months of the year on the bulletin board every month and the children learn by spelling and reading, the teacher talks about the activities that take place every month in the school, or any other events that take place.

Evaluation: The students are encouraged to practice these concepts in day-to-day activities; the teacher provides opportunities to observe the students to apply this concept.

Public places

Purpose off the lesson: The student's knowledge of the public places in the neighbour hood maybe extended through in-depth studies where the students choose a place of particular interest to focus on. Students should be encouraged to make connections between places, their functions, and the need s they full fill.

Objectives: The students will be able too

- Observe public places in depth
- Reason out their functions
- Identify their uses

Words to know: parks, mosques, school, marketplace, shops, transports, etc.

Background: The students will make a list of places in the neighbour hood. Put the list of places on cards to play a matching game. Example Park, trees, swings, grass, butterfly, books, video, teacher, games, bell, money, etc.

A number of activities can be conducted with this material

Activity-1: the students sit in groups and each student is given one card. The students talk about the place and describe its functions.

Our place is a
____

The reason we have a ____
____

Is
____

Our place is important ____
____

Activity-2: Play a second matching game with the name of the place, it's functions and the needs served. For example

Park	A place to play and enjoy nature
Hospital	**A place to treat the sick people**

Activity-3: use the list of places in the neighbour hood to web the interconnections

Library — We Borrow Books — **School** — we go there to play — **Park**

Evaluation: the students compare public places found in each others neighbour hood and discuss the problems of not having certain services like post office, hospital etc in the areas.

Green places

Purpose of lesson: To develop consciousness of human impact on the environment.

Objectives: the learner will see the

- Living things in the environment.
- Space and area for thing s to grow and creatures to live.
- Open places for children to play like the parks, ponds, fields, and lawn side.

Words to know: parks, lawns, fields, etc.

Background: The students are given awareness about the environment and the green earth, how it is the need of all life on earth. Its importance, need and preservation by all living on it. The children need it for their recreation, play and games.

Activity-1: The students are asked to take a walk in the neighbour hood and look for places, which are open and have green spots. They are asked to draw sketches of these open spaces the students discuss each of these spaces and show their preferences for it and justify them. The students give details of these green spaces and what they see in them. Like, vegetation, birds, trees, and grass etc.

Activity-2: The students can select an open area in the school or nearby and make a plan to turn green.

Evaluation: The students should be able to appreciate the need for greenery and help in development and maintenance for these places.

The Market Place

Purpose of lesson: the students develop an awareness of the shops and availability of goods and items in the neighbour hood.

Objectives: The student will be able to

- Identify the shops of different kinds of items.
- Visit the market area and make small purchases.

Words to know: stores, bakery, bookshop, vegetable and fruit shops etc.

Background: The teacher talks about all the needs of our day-to-day life and how to fulfill these needs, the students should know where to go for what. She finds out from the children how they can reach the market, what transport would they use.

Activity: The students take a walk in the neighbour hood to identify the different kinds of stores. In the classroom, make a list of the stores identified by the students in the neighbour hood. The students take a survey to find out which is the most popular store. Ask the students which store do they visit mostly and for what item. The students can fill a form like this

Name Of The Shop	Items Available

Activity-2 The students may be asked to draw a sketch of the market place and colour it.

Evaluation: the students are asked to talk about their experiences of the market place.

People in the neighbour hood

'urpose of lesson: The potential for students to think of people whom they and the community depend upon.

Objectives: The learner will be able to

- Identify the individuals responsibility to rules
- Identify choices and recognize consequences
- Identify actions that effect others
- Identify actions that affect neighbour hood and community.

Words to know: Rules, litter, help, share and care, respect, different.

Background. The students develop communication and co-operation with each other, they learn to interpret messages, and resolve conflicts. The teacher conducts the activities through **circle time** and learning Webs. These methodologies bring the children to common goals and give everyone a chance to participate. The spirit of Caring and sharing is cultivated.

Activity-1: the students talk about different neighbours and what links them together. What rules do they follow to keep good relationship with each other?

- The students are encouraged to make rules for dealing with neighbours
- The students make a neighbour hood committee of friends to share activities like book club, playing games, homework or home study group etc.
- The children are encouraged to observe cleanliness and not spread litter in the neighbour hood.
- Carry out the environment activities in the neighbour hood.
- Plant trees, flower beds to be maintained.
- Garbage disposal activities.
- Spending time and helping the old people of the community.

'ctivity-2: students identify the goods and services where they come from and how to get them. 'his activity highlights the knowledge off the students in finding out what is the procedure in heir own areas and for what items they are dependent on the out side agencies.

- List goods and services and determine whether they come form inside or outside the community.

he teacher builds a chart in the class by asking the students to give their observation.

Goods from inside	Goods from out side

Activity-3: the students' attention is drawn towards the transportation used in the neighbour hood or community.

- The students identify means of transportation for the people, goods and services (orally).
- The teacher makes a list of these means on the black board she brings the pictures and models of cars, busses, vans, Tonga etc. to the class and asks the students to classify the ones foind in the area and ones not found in their locality.
- The teacher talks about the distances the goods cover to reach the market.

Evaluation: The teacher sees how well the students observe the neighbourhood people and asks the students to talk about the activities they share with their neighbours.

Jobs in our Neighbourhood

Purpose of the Lesson. To Identify different people of the community who do different types of work in the neighbourhood, they keep the needs of the people fulfilled, like telephone workers, Bank employees, garbage collectors, truck drivers, farmers etc.

Objective: The learners will be able to

- Develop an idea of dependency or interconnection
- Identify the relationship of each other
- The need for sharing skills with each other.

Words to Know: Driver, farmer, Teacher, banker, Doctor, Nurse etc.

Background. The students observe the community and the school to identify different workers doing different jobs.

Activity-I. Make a list of these workers with the help of the teacher. Large pictures of different professionals doing different tasks is shown and identified by the students.

Activity-II. These riddles can be created by the teacher for students to guess.

Who Am I

I Use____________________

I make____________________

I like ____________________

I don't like____________________

I work____________________

Who am I____________________

Activity-III. Use the name of the job and a description of it to make a matching game.

Teacher	Reads Books to the Children

Activity-IV. The teacher may discuss with the students if these people are not available in the community how things are done.

Evaluation. The students are observed for their attitude towards all workers of the community.

Career Riddles

Read these career riddles. After the children give the correct answer, add the career names to your Career Chart.

When you sit and read a book,
You are giving my work a look.
Who am I?

I can help you learn at school.
I think learning is really cool.
Who am I?

I draw, I paint,
I work with clay . . .
Creating things
in my own way.
Who am I?

Daily I travel
On all our roads.
My vehicle carries big,
big loads.
Who am I?

I do my work
up in the sky.
In vehicles with wings
that can fly, fly, fly.
Who am I?

I make strong houses
with hammer and nails,
So you'll be snug
when it snows or hails.
Who am I?

Changes in our Neighbourhood

Purpose of the Lesson: This observation will stimulate thinking about the process of change in people and places of neighbourhood

Objective. The learner will be able to: -

- Identify physical changes like roads, transport, houses, shops, technology etc
- Identify changes in vegetation, animals, people etc.

Words to Know: Growth, young, old, new etc.

Background. The teacher brings pictures of Mansehra, which are 10-15 years old, and asks the students to observe she tries to make the students go back in time. She tries to make them think of how changes take place all around us, they may be social, physical or emotional and how human beings accept change.

Activity-I. The students observe the pictures in pairs and talk about them they are guided to notice things of the past, if there are objects like means of transport, the kind of furniture, type of clothes etc.

Activity-2 Invite a senior citizen to the class to talk about what the neighbourhood was like before and how it has changed the physical features, roads, kinds of houses etc.

Activity-3 The students may draw past present and future. The teacher encourages the students' imagination for future.

Evaluation: The teacher observes if the students have developed the concept of change, in present times the rate of change is important and the children need to develop this awareness from early in life.

Where do people live?

Purpose of lesson: This activity introduces the student to the concept of shelter and house.

Objective: The learner will be able to

- Identify a house
- Observe different kinds of houses in the neighbour hood and community
- Label animals and their houses
- Identify materials used for building their houses

Words to know: huts, city houses, bungalows, flats, igloo, tents, and cabins. Rural and Urban housing.

Background: the teacher talks about why we need houses and asks the children about, winter, summer, and rainy seasons and the need for houses to give shelter to all living beings. The teacher finds if they have visited any construction sites and observed materials used for building houses.

Activity-1: the students are taken out for a walk to observe and see all kinds of houses in the neighbour hood. The teacher asks the students to sketch different houses.
The class talks about the kinds of houses and the teacher gives the names of different houses.

Activity-2: the students are taken to a construction site and the students observe different materials used for the construction. What parts of the house are made of what materials?

Activity-3: the students draw a house plan of their own houses, a layout of their rooms, bathrooms, verandah, lawn etc.

Evaluation: The students develop an awareness of shelter and its need for all living creatures, human beings and animals.

Builders

Purpose of the lesson: this activity increases the awareness of different people doing different jobs to build a house.

Objective: the learner will be able to

- Name different workers involved in house building
- Their nature of work

Words to know: labourer, bricklayer, plasterer, plumber, carpenter, painter, architect, electrician.

Background: This activity helps students to classify their ideas on the relative importance and status of jobs and their own society. The different kinds of work people are involved in building houses.

Activity-1: the teacher shows pictures of different people doing different jobs in building a house the students make a guess of what each one is doing, the teacher gives the names of each worker, and the students match it with the pictures.

Activity-2: The students discover that building a house requires the services of many people and they also need to co-ordinate their activities. Who starts the work and who joins later?

Evaluation: The teacher asks the students names of workers whose jobs she describes. Or she may name the worker and the students describe the work.

Tools around the home

Purpose of lesson: To familiarize the students with handy tools in the house for running the house hold smoothly.

Objectives. The students will be able to

- Name the common tools found in the house
- Describe the uses of the tools
- Skills required to use the tools

Words to Know. Hammer, drill, screwdriver, pliers, saw, spanner, file, sewing machine, wooden spoon, broom, paintbrush, iron etc

Background. The teacher talks to the students about the tools and machines they see at home, she encourages them to describe their experience with these machines, and She shows them pictures of some common machines & tools to find out if they are familiar with them.

Activity-1. The teacher shows pictures of tools and generates the names of these items. She writes the names of the tools on the BB for students to memorize.

Activity-2 Students are divided in groups of four and each grouping is given two items to draw and talk about their uses at home. The teacher finds out what level of skill is required for using each tool.

- Most skill
- Somewhat skill
- Moderate amount of skill
- Fairly little skill
- Least skill

These headings are on the BB for easy reference. After each grouping, the members should discuss their reasons for ranking.

Tools Around the Home

iron	cooking pot
electric mixer	mop
step ladder	lawn mower

Tools Around the Home

saw	wrench
electric drill	electric sander
pliers	washing machine

Tools Around the Home

weighing scales	microwave oven
stove	workbench
spade	hammer

Tools Around the Home

screwdriver	vacuum cleaner
broom	wooden spoon
paintbrush	sewing machine

Activity –3: Class discussions are followed to fill in a chart on the BB showing which tool is used with what frequency.

Tools Around thé Home

Used Every day	Used Weekly	Used Monthly	Used Once a year

Activity-IV. The teacher will discuss with the students, which tools mostly women use and which tools men use mostly.

Evaluation: The teacher asks the students to identify the tools used by teachers in the school.

My Country

Purpose of the Lesson The learner will participate effectively in civic affairs.

Objectives. The students will be able to

- Identify needs in the school or neighbourhood where students can help the administration of schools and community.
- Help establish and follow class rules
- Observe safety practices, e.g. using scissors, following playground rules, and crossing streets.
- Practice democratic processes e.g. participate in discussions, take turns, listen to others, and share ideas.
- Participate in activities that contribute to classroom and neighbourhood e.g. perform assigned tasks, keep the school and playground clear, pick up litter, help others.
- Show respect for national symbols and traditions.
- Identify symbols representing Pakistan
- Demonstrate respect for patriotic traditions

Words to Know. Pakistan, Map, Flag, Rivers, Mountains, Forests etc, Mansehra

Background. The students are given awareness about their area Mansehra., the physical features and monuments of the area are high lighted, the map of Mansehra is observed and the map of Pakistan is also made familiar to the students. The flag of Pakistan is shown to the students and the respect for the flag.

Activity 1: The students are taken out on a walk to see the area and the students draw a sketch of the physical features that they see. The learners will draw a map of Mansehra and prepare a model of the district.

Activity 2: A flag of Pakistan and a map of Pakistan are placed in the class. The students are asked the symbols that they see on the map and the flag. The flag is drawn and coloured by the learners, the teacher discusses the symbolic value of crescent and star.

Activity 3: The teacher plays the national anthem and the students stand up and learn the mannerism of paying respect to flags.

Activity 4: The students are shown the pictures of Quaid e Azam and Allama Iqbal as personalities who have played an important role in the making of Pakistan.

Evaluation: The students prepare a folder on Pakistan

National Days

Purpose of the Lesson: The students are given awareness of some days of the year since special events have taken place on those days.

Objectives: The learners will be able to

- Name some religious days of the year
- Name some national days of the year

Words to know: Eid-ul -Fitr, Shab-e-barat, Eid-ul-Azha, 14th August (Independence day), Environment day, peace day etc.

Background: The students talk about the days that the schools are closed due to some important event or some celebrations. Days are also important because we do some special work on that day.

Celebrations

Activity 1: The students are asked on what days do they celebrate and have fun. The teacher may begin with Birthday. The children have a party at home or in school. The kids play games; have music, cake and gifts. The teacher asks the students how they celebrate their Birthdays

1. **Eid-ul Fitr:** The teacher shows pictures of Eid to the students.

- Children buying new clothes, shoes and bangles.
- Girls putting mehndi for Eid
- Early morning families going for prayers.
- Mothers making sweets and special meals for eid.
- People visiting each other.

The pictures are put on the notice board at random and students are asked to sequence them according to the events. Then the teacher asks the students to draw pictures of eid scenes. The teacher discusses with the students why eid is celebrated, and tells them that it is a present from Allah after Ramadan the holy month of Fasting.

2. **Shab-e-Barat:** The night of prayers and a night in which the Allah showers His blessings of a long life, food and good health. We pray for all these during the night. The teache will show to children the importance of this night.

3. **Celebrations Handout:** The teacher gives out the worksheet on "Celebrations "to the class she may discuss it and let the students fill the sheet.

National Days:

14th August the day Pakistan came into existence. The students are shown pictures of Quaid-e-Azam and Allama Iqbal; they are shown some pictures of Pakistan movement and how the people struggled for their freedom. The stories of making of Pakistan are related to the children the teacher encourages the student to take care of the land. The students suggest how they can do this.

- Keeping the land clean.
- Looking after the property of the country.
- The students suggest community work, through which they can keep their neighbourhood clean.
- Help the senior citizens in crossing roads, giving them places in the public transport, helping them in shopping areas,

Evaluation: The students plan and suggest activities for the celebration of these days.
(Activity Sheet on Our Celebration)

Name____

Our Celebration

Our Celebration is

____

It takes place

____

It lasts for

____

The reason for the Celebration is

____

____

____

Make a list of the ways you celebrate using the following headings.

Religious Observations	Food	Music	Decorations	Special Customs

Teaching Suggestions for teachers of Social studies at primary level

The primary grade teacher will have no difficulty finding ways to include elements of geography in social studies. Much of the early geography teaching cenfers on the landscape of the local community. The primary grade child may experience and observe first hand in the local community various land and water forms-Lakes, Hills, Mountains. Plains, Slopes etc. the teacher should encourage children to explore the various forms of nature plant and animal life and observe the characteristic changes of these with changing seasons of the year. With some help from the teacher, the teacher can build their understanding of ideas such as the following.

1. People adapt themselves to conditions in the environment.
2. Transportation plays an important part in the distribution of food.
3. Nature changes the character of the earth.
4. The same land can be used for many different purposes.
5. Everyday we use things that have come from all over the world.

The opportunities for children to explore geographically in and around the school site should not be overlooked. The imaginative teacher can plan experiences in purposeful exploration in connection with soil, water, water bodies, minerals, rocks, local vegetation and surface features weather and climate present another area of exploration. Children have viewed weather forecasts on television.

The frequency of reference to weather in adult conversations indicates the degree to which weather and climate conditions have an impact on the lives of people. In primary grade classrooms, children will want to have their own charts on which they can record various weather data observed each day. The teacher reads the daily temperature, or the children report the official daily temperature that they have heard over an early morning radio broadcast. These temperatures can be shown graphically, thereby applying knowledge of numbers and graphs. Over a period of several weeks or months the graph will show the changes occurring in temperatures and seasons of the year. Sensitivity to weather changes will again call attention to the changes in native plant and animal life as well as to the adaptations people make to changing seasons.

The central themes in a Geography program in social studies should focus on: -

1. **Location,** the position on earth surface.
2. **Place,** the physical, human, and observed characteristics that distinguish one setting from another
3. **Relationships within Places,** The advantages and disadvantages that places have for human settlement, and how people have modified or adapted to natural settings.
4. **Movement,** the relationships between and among places through the movement of people ideas and materials.
5. **Regions,** Ares that display unity in terms of selected criteria such as a Governmental unit, a language group or a type of land forms.

These guidelines provide the teachers of social studies to make the learning for various grade levels systematic and methodical.